

Iowa Alternate Assessment

Performance Level Descriptors & Cut Scores

2013-2014

Math

Grade 3 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Identifies whether the story problem is an addition or subtraction problem</p> <p>Identifying symbols used in addition and subtraction problems</p> <p>Identify numbers (distinguish numbers and non-numbers) and one-to-one correspondence</p> <p>Identify units of measure (time, length, liquid, money, calendar, including fractional parts of units)</p>	<p>Given an appropriate procedure to use, solve a story problem</p> <p>Perform addition and/or subtraction</p> <p>Represent, compare and order numbers (show me three, which is more, place value)</p> <p>Identify and use standard units of measure (time, length, liquid, money, calendar, including fractional parts of units)</p>	<p>Solve a story problem – can decide on the appropriate procedure to use</p> <p>Perform addition and subtraction with regrouping</p> <p>Use estimation; uses < > symbols in comparing numbers</p> <p>Apply standard units of measure (time, length, liquid, money, calendar, including fractional parts of units)</p>
0-15	16-33	34+

Grade 4 – Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Perform one of the four operations with whole numbers</p> <p>Identifies whether the story problem is an addition, subtraction or multiplication problem</p> <p>Extend simple patterns</p> <p>Identify information from graphs (e.g., is this a bar graph or a circle graph; what is the graph about?)</p>	<p>Perform two of the four operations with whole numbers</p> <p>Given an appropriate procedure to use, solve a story problem</p> <p>Identify and extend numerical and geometric patterns (a, b, a, b)</p> <p>Interpret information from graphs and tables (e.g., which is more? Less?)</p>	<p>Perform three of the four operations with whole numbers</p> <p>Solve a story problem – can decide on the appropriate procedure to use</p> <p>Identify, create and extend patterns</p> <p>Interpret information from graphs and tables to solve problems</p>
0-16	17-35	36+

Grade 5 – Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Perform two out of four operations with whole numbers</p> <p>Identify needed information for solving multiple step problems</p> <p>Recognize equivalents using numbers and objects ($5=?$ Objects)</p> <p>When given choices, estimate – guess the quantity and check the amount</p>	<p>Perform three out of four operations with whole numbers</p> <p>When given choice of strategies, solve multiple step problems</p> <p>Recognize equivalents using number sentences ($3 + x = 5$)</p> <p>Use methods of estimation to round whole numbers – guess and check</p>	<p>Perform all four operations with whole numbers</p> <p>Identifying strategy and solve multiple step problems</p> <p>Solve multi-step equations with variables ($3 + 1 + x = 5$)</p> <p>Use methods of estimation to round whole numbers and fractions or decimals</p>
0-20	21-36	37+

Grade 6 – Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Perform one out of four operations with fractions or decimals</p> <p>Interpret data displayed on provided tables and graphs (are there more white dogs or brown dogs)</p> <p>Recognize two dimensional geometric attributes (are these lines parallel? Matching shapes)</p> <p>When given choices, estimate – guess the quantity and check the amount</p>	<p>Perform two out of four operations with fractions or decimals</p> <p>Collect, organize, interpret and display data in tables and graphs to solve problems</p> <p>Recognize two dimensional and three dimensional geometric attributes</p> <p>Use methods of estimation to round whole numbers – guess and check</p>	<p>Perform three out of four operations with fractions or decimals</p> <p>Collect, organize, interpret and display data in tables and graphs to solve problems and draw conclusions</p> <p>Apply geometric attributes to real world situations (making maps)</p> <p>Use methods of estimation to round whole numbers, fractions and/or decimals</p>
0-16	17-35	36+

Grade 7 – Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Indicate ratios (comparing quantity)</p> <p>Order integers</p> <p>Use one out of four operations with integers, fractions or decimals (units of measurement, etc.)</p> <p>Use a strategy to solve a problem</p>	<p>Solve problems using ratios or percents</p> <p>Compare and order integers</p> <p>Use two out of four operations with integers and fractions or decimals in real world situations</p> <p>Use two different strategies to solve a problem (numerically, graphically, etc.)</p>	<p>Solve problems using ratios, proportions and percents</p> <p>Compare and order numbers (integers, decimals and/or fractions)</p> <p>Use three out of four operations with integers and fractions or decimals in real world situations</p> <p>Use multiple strategies to solve a problem (numerically, graphically, symbolically, etc.)</p>
0-20	21-36	37+

Grade 8 – Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Determine if an event is likely or unlikely to happen (probability)</p> <p>When using the commutative property, ($3 + 2 = 2 + 3$) student recognizes the equations are balanced</p> <p>Determine one of the four: mean, mode, median or range</p> <p>Determine if a number sentence is equal or not equal</p>	<p>Indicate probability in numeric form (e.g., 1 out of 6 chance)</p> <p>Demonstrate balanced equations using the commutative property</p> <p>Determine two of the four: mean, mode, median or range</p> <p>Complete equations and inequalities using the symbols $<$, $>$, or $=$</p>	<p>Use probability concepts to answer questions</p> <p>Apply commutative property to balance equations</p> <p>Determine three of the four: mean, mode, median or range</p> <p>Solve equations and inequalities using the symbols $<$, $>$, or $=$</p>
0-23	24-39	40+

Grade 10-Math Performance Descriptors and Cut Score

Basic	Proficient	Advanced
<p>Recognize an example of the commutative property</p> <p>Identify a number sentence for a real world problem involving an unknown</p> <p>Recognize two dimensional geometric attributes (area, perimeter, parallel lines, etc.)</p> <p>Identifies mathematical concepts in consumer situations (money, time, measurement, graphs/tables)</p>	<p>Using the commutative property, find the unknown ($3 + 2 = \underline{\quad} + 3$)</p> <p>Create a number sentence for a real world problem involving an unknown</p> <p>Recognize two dimensional and three dimensional geometric attributes</p> <p>Uses mathematical reasoning in consumer situations (money, time, measurement, graphs/tables)</p>	<p>Use commutative property to solve real world problems</p> <p>Create and solve a number sentence for a real world problem involving an unknown</p> <p>Apply geometric attributes to real world situations (interpreting maps and graphs)</p> <p>Uses mathematical reasoning in advanced consumer situations (discounts, total costs, time, measurement, graphs/tables)</p>
0-22	23-41	42+

Grade 11 - Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
<p>Recognize an example of the commutative property</p> <p>Identify a number sentence for a real world problem involving an unknown</p> <p>Recognize two dimensional geometric attributes (area, perimeter, parallel lines, etc.)</p> <p>Identifies mathematical concepts in consumer situations (money, time, measurement, graphs/tables)</p>	<p>Using the commutative property, find the unknown ($3 + 2 = \underline{\quad} + 3$)</p> <p>Create a number sentence for a real world problem involving an unknown</p> <p>Recognize two dimensional and three dimensional geometric attributes</p> <p>Uses mathematical reasoning in consumer situations (money, time, measurement, graphs/tables)</p>	<p>Use commutative property to solve real world problems</p> <p>Create and solve a number sentence for a real world problem involving an unknown</p> <p>Apply geometric attributes to real world situations (interpreting maps and graphs)</p> <p>Uses mathematical reasoning in advanced consumer situations (discounts, total costs, time, measurement, graphs/tables)</p>
0-22	23-41	42+